



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 11031303
SAU: Mechanic Falls School Dept
School: Elm Street School-Mechanic Fal

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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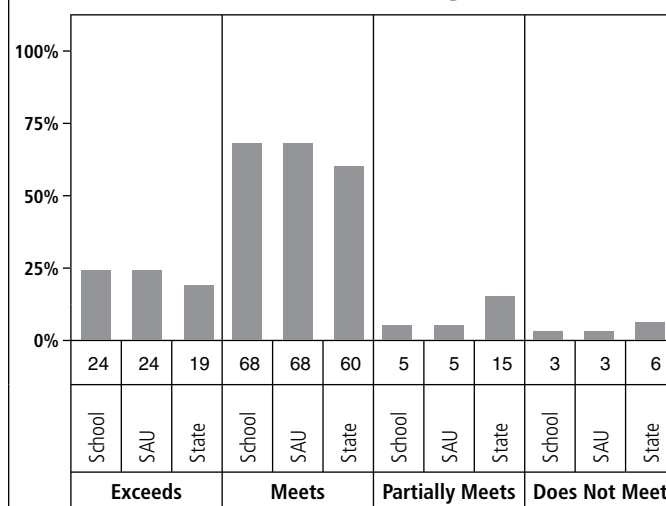
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 7
 SAU: Mechanic Falls School Dept
 School: Elm Street School-Mechanic Fal

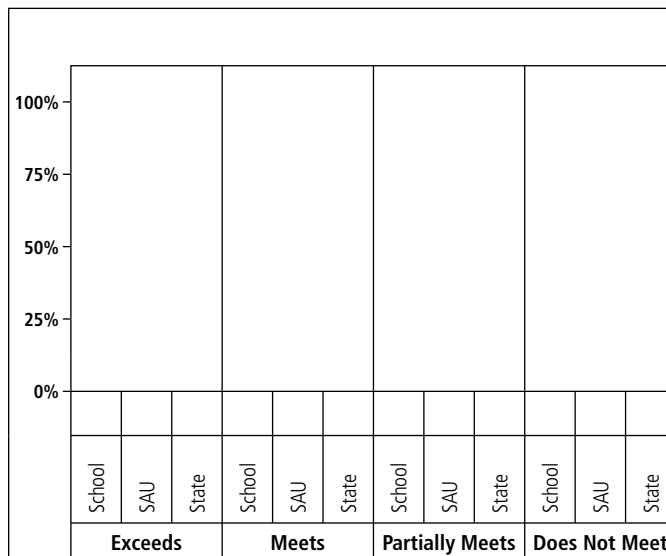
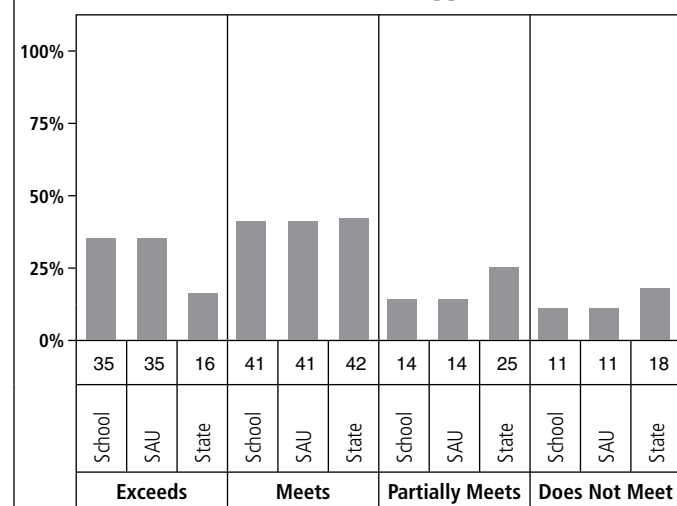
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	746	746	748
2007–2008	751	751	750
2008–2009	755	755	751
Cum. Avg.*	750	750	750
Mathematics			
2006–2007	739	739	742
2007–2008	745	745	743
2008–2009	753	753	745
Cum. Avg.*	745	745	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 7
 SAU: Mechanic Falls School Dept
 School: Elm Street School-Mechanic Fal

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	38	100	38	100	14446	100	38	100	38	100	14316	99	38	100	38	100	14322	99						
Ethnicity African American/Black	2	5	2	5	432	3	2	100	2	100	416	97	2	100	2	100	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	1	3	1	3	260	2	1	100	1	100	255	98	1	100	1	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	35	92	35	92	13483	93	35	100	35	100	13380	99	35	100	35	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	5	13	5	13	2428	17	5	100	5	100	2391	99	5	100	5	100	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	20	53	20	53	5498	38	20	100	20	100	5431	99	20	100	20	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	34	89	34	89	11742	81	34	89	34	89	11754	81						
Identified disability (PET/IEP)	1	3	1	3	367	3	1	3	1	3	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	1	3	1	3	183	2	1	3	1	3	187	2						
Participation with accommodations	3	8	3	8	2367	16	3	8	3	8	2366	16						
Identified disability (PET/IEP)	3	100	3	100	1819	77	3	100	3	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
Participation through alternate assessment (PAAP)	1	3	1	3	205	1	1	3	1	3	202	1						
Identified disability (PET/IEP)	1	100	1	100	205	100	1	100	1	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	0	0	0	0	97	1	0	0	0	0	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: Mechanic Falls School Dept
School: Elm Street School-Mechanic Fal

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	7	16	7	16	2630	18
	2007-2008	6	19	6	19	2604	18
	2008-2009	9	24	9	24	2618	19
	Cum. Total*	22	19	22	19	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	22	49	22	49	7605	51
	2007-2008	15	47	15	47	8049	55
	2008-2009	25	68	25	68	8484	60
	Cum. Total*	62	54	62	54	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	9	20	9	20	3000	20
	2007-2008	10	31	10	31	2672	18
	2008-2009	2	5	2	5	2108	15
	Cum. Total*	21	18	21	18	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	7	16	7	16	1620	11
	2007-2008	1	3	1	3	1190	8
	2008-2009	1	3	1	3	899	6
	Cum. Total*	9	8	9	8	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	37.0	66.1	37.0	66.1	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.7	63.5	12.7	63.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.3	67.5	24.3	67.5	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Mechanic Falls School Dept
 School: Elm Street School-Mechanic Fal

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	9	24	25	68	2	5	1	3	755	37	24	68	5	3	755	14109	19	60	15	6	751
Ethnicity																						
African American/Black	2										2						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	1										1						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	34	8	24	23	68	2	6	1	3	754	34	24	68	6	3	754	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2186	2	36	35	27	737
No	33	9	27	22	67	1	3	1	3	756	33	27	67	3	3	756	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	37	9	24	25	68	2	5	1	3	755	37	24	68	5	3	755	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	20	4	20	15	75	1	5	0	0	754	20	20	75	5	0	754	5300	8	58	22	11	746
No	17	5	29	10	59	1	6	1	6	756	17	29	59	6	6	756	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	37	9	24	25	68	2	5	1	3	755	37	24	68	5	3	755	14101	19	60	15	6	751
Gender																						
Female	24	8	33	16	67	0	0	0	0	758	24	33	67	0	0	758	6993	24	61	11	4	754
Male	13	1	8	9	69	2	15	1	8	748	13	8	69	15	8	748	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1025	10	53	27	11	745
No	35	9	26	23	66	2	6	1	3	755	35	26	66	6	3	755	13084	19	61	14	6	752
Gifted/talented program																						
Yes	3										3						676	66	33	1	0	766
No	34	8	24	23	68	2	6	1	3	754	34	24	68	6	3	754	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: Mechanic Falls School Dept
School: Elm Street School-Mechanic Fal

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	1	33	1	33	1	33	0	0	753	8	33	33	33	0	753	7	8	48	25	19	743
B. less than one hour	62	5	22	16	70	1	4	1	4	754	62	22	70	4	4	754	52	17	62	15	6	751
C. one to two hours	30	3	27	8	73	0	0	0	0	756	30	27	73	0	0	756	37	23	61	12	4	753
D. more than two hours	0										0						4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	5	29	12	71	0	0	0	0	757	46	29	71	0	0	757	30	33	56	7	4	756
B. good	35	4	31	7	54	2	15	0	0	756	35	31	54	15	0	756	49	16	64	14	5	751
C. fair	16	0	0	5	83	0	0	1	17	744	16	0	83	0	17	744	19	5	59	26	10	745
D. poor	3	0	0	1	100	0	0	0	0	750	3	0	100	0	0	750	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	54	6	30	14	70	0	0	0	0	758	54	30	70	0	0	758	33	24	62	10	3	754
B. They match some of what I have learned.	38	3	21	8	57	2	14	1	7	751	38	21	57	14	7	751	52	18	62	15	5	751
C. They match just a little of what I have learned.	8	0	0	3	100	0	0	0	0	749	8	0	100	0	0	749	11	11	54	23	13	746
D. There is no match.	0										0						3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	5	1	50	1	50	0	0	0	0	765	5	50	50	0	0	765	17	16	55	18	12	748
B. about the same as my regular schoolwork	89	7	21	23	70	2	6	1	3	754	89	21	70	6	3	754	65	19	62	14	5	752
C. easier than my regular schoolwork	5	1	50	1	50	0	0	0	0	762	5	50	50	0	0	762	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	0										0						9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	64	4	17	17	74	1	4	1	4	754	64	17	74	4	4	754	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	36	5	38	7	54	1	8	0	0	756	36	38	54	8	0	756	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	68	6	24	17	68	2	8	0	0	755	68	24	68	8	0	755	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	32	3	25	8	67	0	0	1	8	753	32	25	67	0	8	753	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	19	5	71	2	29	0	0	0	0	763	19	71	29	0	0	763	21	27	57	11	5	755
B. 20 minutes to an hour	49	4	22	13	72	1	6	0	0	757	49	22	72	6	0	757	45	22	62	12	4	753
C. less than 20 minutes	14	0	0	4	80	1	20	0	0	745	14	0	80	20	0	745	13	13	61	17	8	749
D. I rarely read at home.	19	0	0	6	86	0	0	1	14	746	19	0	86	0	14	746	21	7	59	24	11	746
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	760	100	0	100	0	0	760						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: Mechanic Falls School Dept
School: Elm Street School-Mechanic Fal

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	5	11	5	11	2142	14
	2007-2008	5	16	5	16	2028	14
	2008-2009	13	35	13	35	2220	16
	Cum. Total*	23	20	23	20	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	17	38	17	38	5642	38
	2007-2008	16	50	16	50	5703	39
	2008-2009	15	41	15	41	5879	42
	Cum. Total*	48	42	48	42	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	10	22	10	22	4077	27
	2007-2008	3	9	3	9	3733	26
	2008-2009	5	14	5	14	3537	25
	Cum. Total*	18	16	18	16	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	13	29	13	29	3001	20
	2007-2008	8	25	8	25	3054	21
	2008-2009	4	11	4	11	2484	18
	Cum. Total*	25	22	25	22	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	35.6	63.6	35.6	63.6	29.9	53.4
A. Number	14	25	9.1	65.0	9.1	65.0	7.7	55.0
B. Data	16	29	9.2	57.5	9.2	57.5	8.1	50.6
C. Geometry	12	21	8.2	68.3	8.2	68.3	6.9	57.5
D. Algebra	14	25	9.0	64.3	9.0	64.3	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Mechanic Falls School Dept
 School: Elm Street School-Mechanic Fal

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	13	35	15	41	5	14	4	11	753	37	35	41	14	11	753	14120	16	42	25	18	745
Ethnicity																						
African American/Black	2										2						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	1										1						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	34	11	32	15	44	5	15	3	9	753	34	32	44	15	9	753	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2189	2	17	27	53	728
No	33	13	39	15	45	4	12	1	3	757	33	39	45	12	3	757	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	37	13	35	15	41	5	14	4	11	753	37	35	41	14	11	753	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	20	5	25	10	50	1	5	4	20	748	20	25	50	5	20	748	5308	7	35	30	28	738
No	17	8	47	5	29	4	24	0	0	760	17	47	29	24	0	760	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	37	13	35	15	41	5	14	4	11	753	37	35	41	14	11	753	14112	16	42	25	18	745
Gender																						
Female	24	10	42	11	46	1	4	2	8	756	24	42	46	4	8	756	6992	16	43	25	16	745
Male	13	3	23	4	31	4	31	2	15	748	13	23	31	31	15	748	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1024	7	26	36	31	736
No	35	13	37	14	40	5	14	3	9	754	35	37	40	14	9	754	13096	16	43	24	17	745
Gifted/talented program																						
Yes	3										3						676	68	29	2	0	767
No	34	10	29	15	44	5	15	4	12	752	34	29	44	15	12	752	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: Mechanic Falls School Dept
School: Elm Street School-Mechanic Fal

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	2	67	0	0	0	0	1	33	755	8	67	0	0	33	755	7	6	30	28	36	735
B. less than one hour	62	8	35	9	39	3	13	3	13	753	62	35	39	13	13	753	52	16	42	25	17	745
C. one to two hours	30	3	27	6	55	2	18	0	0	754	30	27	55	18	0	754	37	18	44	24	14	747
D. more than two hours	0										0						4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	19	7	100	0	0	0	0	0	0	771	19	100	0	0	0	771	26	35	43	12	9	754
B. good	46	5	29	10	59	1	6	1	6	756	46	29	59	6	6	756	46	13	48	25	15	745
C. fair	30	1	9	4	36	3	27	3	27	739	30	9	36	27	27	739	23	3	32	37	27	737
D. poor	5	0	0	1	50	1	50	0	0	742	5	0	50	50	0	742	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	27	4	40	5	50	1	10	0	0	759	27	40	50	10	0	759	26	23	43	20	13	749
B. They match some of what I have learned.	59	9	41	8	36	3	14	2	9	755	59	41	36	14	9	755	53	15	45	26	15	746
C. They match just a little of what I have learned.	14	0	0	2	40	1	20	2	40	735	14	0	40	20	40	735	17	9	35	32	24	740
D. There is no match.	0										0						4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	32	2	17	5	42	3	25	2	17	747	32	17	42	25	17	747	37	8	40	29	23	740
B. about the same as my regular schoolwork	57	10	48	7	33	2	10	2	10	756	57	48	33	10	10	756	51	16	44	25	15	746
C. easier than my regular schoolwork	11	1	25	3	75	0	0	0	0	758	11	25	75	0	0	758	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	67	10	42	9	38	3	13	2	8	756	67	42	38	13	8	756	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	33	3	25	6	50	2	17	1	8	750	33	25	50	17	8	750	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	0	0	1	100	0	0	740	3	0	0	100	0	740	8	8	30	29	33	737
B. 30–45 minutes	62	5	22	10	43	4	17	4	17	749	62	22	43	17	17	749	38	13	40	27	20	743
C. 45–60 minutes	35	8	62	5	38	0	0	0	0	762	35	62	38	0	0	762	42	20	45	23	12	748
D. more than 60 minutes	0										0						12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	46	9	53	4	24	3	18	1	6	759	46	53	24	18	6	759	15	19	38	25	19	745
B. two or three days a week	32	3	25	8	67	0	0	1	8	753	32	25	67	0	8	753	31	18	42	24	16	746
C. two or three times a month	19	1	14	3	43	1	14	2	29	743	19	14	43	14	29	743	26	17	43	24	17	746
D. never or almost never	3	0	0	0	0	1	100	0	0	740	3	0	0	100	0	740	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	65	12	50	6	25	5	21	1	4	757	65	50	25	21	4	757	10	12	39	24	24	741
B. two or three days a week	8	0	0	2	67	0	0	1	33	739	8	0	67	0	33	739	22	13	43	26	18	744
C. two or three times each month	19	1	14	4	57	0	0	2	29	747	19	14	57	0	29	747	33	18	44	25	13	747
D. never or almost never	8	0	0	3	100	0	0	0	0	749	8	0	100	0	0	749	35	16	40	25	19	744
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	760	100	0	100	0	0	760						
B.	0										0											
C.	0										0											
D.	0										0											

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